Synopsis

"An Analytical study of experiential Learning Methodologies in Management Institutes with Special Reference to Maharashtra"

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Introduction

Experiential learning is described as "learning via reflection on doing" and is more strictly defined as "learning through experience."

Experiential Learning is inspired by the ancient Indian tradition of GURUKUL in many ways. A Gurukul was mainly a learning environment where pupils (Shishya) learned by performing various tasks under the guidance of an expert (Guru).

[1] Hands-on learning is a type of experiential learning that does not always require pupils to reflect on their work.

[2] Experiential learning differs from rote or didactic learning, in which the student is a more passive participant.

[3] It is similar to, but not identical to, other types of active learning such as action learning, adventure learning, free-choice learning, and so on.

[4] Experiential learning and "experiential education" are often used interchangeably, however whereas experiential education is a broader concept of education, experiential learning focuses on the individual learning experience.

[5] Experiential learning, as contrast to experiential education, is concerned with more specific issues relating to the learner and the learning setting.

Experiential Learning in Management Education

In Business School classrooms, we present knowledge in packaged, and hopefully accessible, forms as part of a structured learning product; the MBA. ... In the 1980s, David Kolb described experiential learning as a process that brings education and personal development together with workplace experience

As higher education continues to adapt to new expectations from students, experiential learning in business and accounting programs has become more important.

Professional education applications, also known as management training or organizational development, apply experiential learning techniques in training employees at all levels within the business and professional environment. Interactive, role-play based customer service training is often used in large retail chains.

Training board games simulating business and professional situations

Experiential Learning in India

The National Education Policy (NEP) 2020 outlines the vision of India's new education system. It provides a comprehensive framework to address the 'learning crisis' by making education accessible, equitable and inclusive. An important objective of the NEP is to foster 'experiential learning and critical thinking' among students. Skill development has been a major concern in India

SURVEY OF LITERATURE

Beginning in the 1970s, David A. Kolb helped develop the modern theory of experiential learning, drawing heavily on the work of John Dewey, Kurt Lewin, and Jean Piaget.

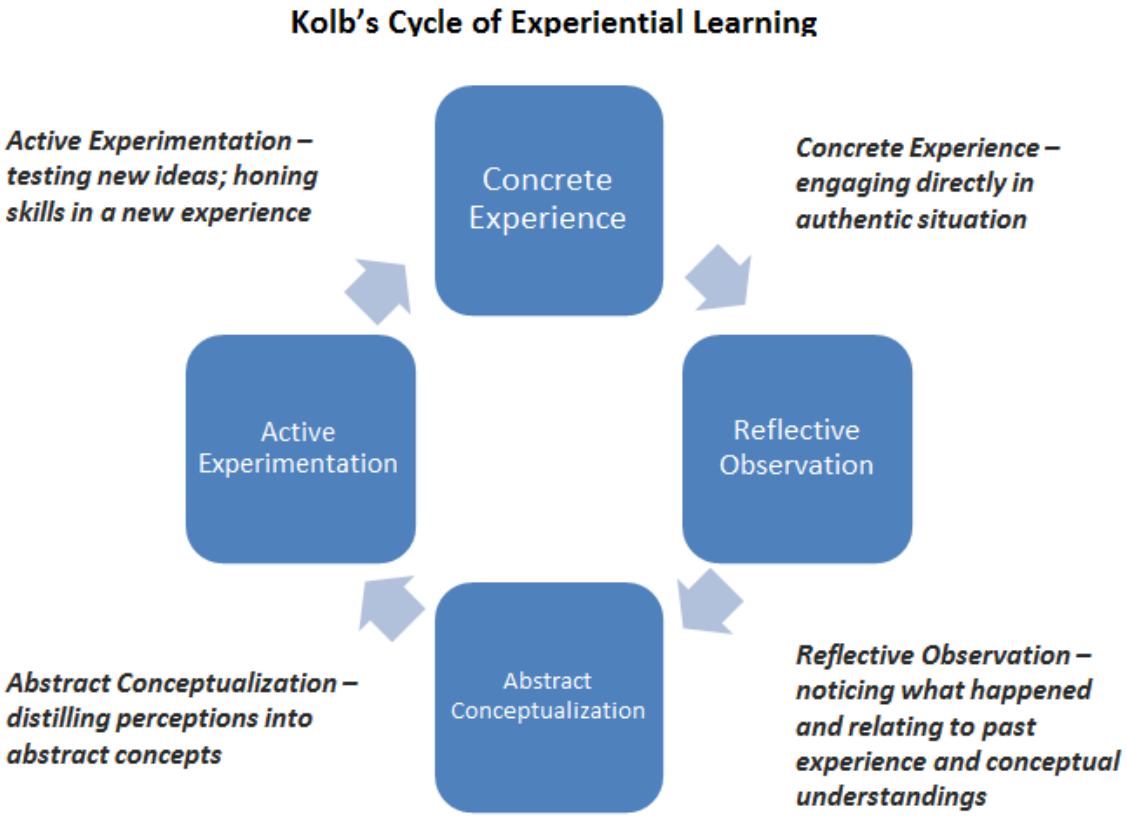
In John Dewey's experiential learning theory, everything occurs within a social environment. Knowledge is socially constructed and based on experiences. This knowledge should be organized in real-life experiences that provide a context for the information.

Peter Senge, author of The Fifth Discipline (1990), states that teaching is of utmost importance to motivate people. Learning only has good effects when learners have the desire to absorb the knowledge. Therefore, experiential learning requires the showing of directions for learners.

Kolb places four learning styles atop the Experiential Learning Model, Diverger, Assimilator, Accommodator, and Converger, using the four experiential learning stages to carve out "four quadrants," one for each learning style. Kolb's Learning Style Inventory (LSI) can be used to determine a person's primary learning style.

Clark & White (2010) point out that "a quality university business education program must include an experiential learning component"

With reference to this study, employers note that graduating students need to build skills in "professionalism" – which can be taught via experiential learning. Students value this learning as much as industry


Kolb's Cycle of Experiential Learning
Concrete Experience
Concrete Experience – engaging directly in authentic situation
Reflective Observation
Reflective Observation – noticing what happened and relating to past experience and conceptual understandings
Abstract Conceptualization
Abstract Conceptualization – distilling perceptions into abstract concepts
Active Experimentation
Active Experimentation – testing new ideas; honing skills in a new experience

Robert Loo (2002) undertook a meta-analysis of 8 studies which revealed that Kolb's learning styles were not equally distributed among business majors in the sample

National Educational Alliance for Technology (NEAT 2.0)

A Scheme for using technology for better learning outcomes Driving to improve the quality of the education, several digital initiatives have been launched so far: MOOCs platform 'SWAYAM' with more than (2,700) courses and more than 1.0+

crore registered users; the (32) DTH Channels under brand ‘SwayamPrabha’ for offering programs on education; the National Digital Library (NDL), e-shodh Sindhu (eSS), e-Yantra, A-View, e-Acharya, E-Kalpa, FOSSEE, Vidwan, GIAN, SAKSHAT, NIRF, ARIIA, NPTEL, OSCAR, ShodhGanga, e-PG Pathshala, Spoken tutorials, National Academic Depository (NAD), NISHTHA, NDIL, SWANL, NKN etc.

HIGHER EDUCATION IN INDIA

ISSUES, CONCERNS AND NEW DIRECTIONS

Learners must have ample scope to formulate their own queries and have multiple interpretations of knowledge through self-search and experiential learning.

Arun Nigaveka

Chairman, UGC

National INNOVATION and STARTUP Policy 2019 for Students and Faculty

Students should be encouraged to develop entrepreneurial mindset through experiential learning by exposing them to training in cognitive skills (e.g. design thinking, critical thinking, etc.), by inviting first generation local entrepreneurs or experts to address young minds. Initiatives like idea and innovation competitions, hackathons, workshops, bootcamps, seminars, conferences, exhibitions, mentoring by academic and industry personnel, throwing real life challenges, awards and recognition should be routinely organized.

Experiential Learning Various terms have been used to label the process of learning from experience. John Dewey (Dewey and Dewey, 1915) discussed “learning by doing,” while Wolfe and Byrne (1975) used the term “experienced-based learning.” The term “trial and error” learning is used to explain inductive learning processes. The AACSB Task Force (1986) used the term “applied experiential learning,” combining the learning from the “real-world” Situation with the necessary condition of the application of concepts, ideas and theories to the interactive setting. The term “experiential learning” will be used here, but it is intended to cover the same domains as the other terms. Morris T. Keeton and Pamela J. Tate (1978) offered this definition of experiential learning: “[L]earning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process”(2). Thus, many people think about experiential activities such as exercises, role plays, ropes courses, games, and field projects when they hear the term experiential learning. A similar limited definition of experiential learning is found in theoretical scholarship. In The Ambiguities of Experience, the great organizational theorist James March (2010) contrasts his definition of experiential knowledge, “lessons extracted from the ordinary course of life and work,” with academic knowledge “generated by systematic observation and analysis by experts and transmitted by authorities” Experiential learning, Kolb’s learning styles model and experiential learning theory are today acknowledged by academics, teachers, managers and trainers as truly seminal works; fundamental concepts towards our understanding and explaining human learning behavior, and towards helping others to learn. The theory presents a way of configuration and sequencing the course and indicates, in particular, how a course may be taught to improve student learning. It suggests that learning is cyclical, involving four stages, which, paraphrasing Kolb may be referred to as experience, reflect, generalize, and test (Healey & Jenkins, 2000). Kolb (1984) introduced his

theory on experiential learning more than 20 years ago, which has been well accepted as an efficient pedagogical model of learning. Kolb's experiential learning theory provides clear mechanisms of teaching and learning design, which are strongly underlined with the constructivist view on the way people construct their knowledge. Kolb suggested that effective learners should have four types of abilities: (1) Concrete Experience ability (CE), (2) Reflective Observation ability (RO), (3) Abstract Conceptualization ability (AC), and (4) Active Experimentation ability (AE). Hence, the optimal learning takes place when learners have adequate balance of these four stages during their learning experience. According to Kolb, learning requires that individuals should first detect, depict, or grasp knowledge, and then a phase of construction should take place to complete the learning process. This construction is a transformation of the grasped knowledge into a mental model through experiencing this knowledge. Kolb proposed that the optimal learning would pass through a cycle of the concrete experience, reflective observation, abstract conceptualization, and active experimentation. The literature suggests that experiential learning is a necessary element of formal higher education in colleges and universities for quite a few reasons, one of them being the concerns of academicians with assisting the students to enter into their preferred line of work due to the ever-increasing competition as a result of globalization (Cantor, 1995). Seibert, Hart and Sypher (1989) have supported the above and identify the benefits of experiential learning for student career decision making. 'Experiential learning activities also comprise cooperative education placements, practicum experiences, and classroom-based hands-on laboratory activities which are suitable for providing hands on experience that prepares them for real time work environment' (Nguyen & Trimarchi, 2010). Academicians find experiential learning a priceless addition to traditional instruction in these disciplines. The experiences outside of the classroom provide the increasingly growing numbers of non-traditional learners with valuable opportunities to apply theory to practice (Gremler et al., 2000). Professional and technical

disciplines including education and the health careers and social work are using experiential learning instructional techniques to provide students with the competencies necessary to pursue successful careers upon graduation (Baxter & Marcia, 2001). It has been noted that students tend to carry on their education into graduate schools at a considerably high rate, after participating in experiential learning as part of an undergraduate program according to O'Neill et al. (2020). These experiences in turn let learners build up skills and accumulate job experience which gives them an edge on the competition for initial employment upon graduation. In many cases, the accredited organizations supporting the disciplines have specific requirements for such experiential learning activities (Stanton, 1988) Some other research supporting experiential learning in higher education state that incorporating experiential learning activities in the class has been shown to improve grades (Reitmeier, 2000). Experiential learning has also assisted in improving attitudes towards challenging material (Pugsley & Clayton, 2003). Experiential learning has helped students' motivation by showing them how the knowledge can be applied to their lives (Briers, 2005). Other researched benefits of experiential learning are its adaptability to large classes (Luckner & Nadler, 2002) suitable for Asian students who normally prefer a passive teaching technique like lecturing (Rodrigues, 2004), research on preferred learning styles suggests that once Asian students experience learning through direct experience they prefer experiential learning to faceto-face lectures (Ladd & Ruby, 1999). Roberts and Tuleja (2008) have identified six challenges that were experienced in teaching a managerial communication course to Asian students as opposed to U.S. students. These challenges related to learning-style differences, written and oral proficiency, interpersonal communication, plagiarism and collaborative writing, inductive versus deductive reasoning, and classroom management. Substantial research has been conducted on how Asian students' style of learning differs from their Western counterparts (Mooney, 2006; Klose, 2007). Pedagogies with increasing experiential learning potential were group case assignments, simulation

games, descriptive/analytic field projects, and consultative field projects. Over the years, ABSEL (through its acceptance of conference papers) has indicated that the following approaches may involve experiential learning: assessment centers, forums, group discussions, panel meetings, live cases, writing experiences, student-written textbooks, computer assisted instruction, COMPUSTAT tape usage, communication workshops, Delphi forecasting, time management sessions, game show formats, learning cooperatives (where students take the responsibility for teaching themselves), internship programs, job search preparation, on-thejob training, field trips, and cases. Applying the criteria developed earlier, it is clear that a number of these may not qualify for having strong experiential learning potential. Three of the more prominent pedagogies will be evaluated as examples. Internships: Internships meet most criteria easily: participative, interactive, contact with environment, and variability/uncertainty. Given that most interns have at least completed their junior year, a theoretical base of sorts should have been presented. Similarly, in order to get credit for the internship, most students must provide a written evaluation of the experience. The two criteria presenting problems are the structured exercise and feedback components. Since the internship takes place completely outside the university environment, it is nearly impossible to structure the experience for the student. Consequently the internship experience tends to vary greatly, from one that actually has negative learning (poor work attitudes, for example) to extremely positive experiences. Controlling the nature of the experience requires extremely good university/business relations and a great deal of effort on the part of the faculty in charge. As programs become successful, size problems often make them unsuccessful as administrative burnout occurs. Given the distance problem cited earlier, process feedback is difficult. It is possible to require interim reports, but it is often difficult to monitor the student's learning as it takes place. Giamartino and van Aalst (1986) provide a somewhat labor intensive model which indicates how to incorporate process and outcome feedback for secondary school educators. Thus, while

internships are extremely high on the experiential, the quality of the learning involved may be suspect. Clearly there are those for whom the increased external validity of the experience is more than sufficient to compensate for control problems. These issues are discussed at greater length in Gentry and Giamartino (1989). Computer-Assisted Instruction: At the other extreme may be an approach such as computerassisted instruction. It may well be applied, since its focus is on content. Also, it is usually highly controlled, so it is high on structure. Similarly, feedback is very likely; in fact, continuous monitoring by the computer is possible. It does require more activity than the standard lecture format, and many such applications are self-paced. On the other hand, it may be weak on many criteria: interactive, contact with the environment, variability/uncertainty, and the whole-person perspective. It concentrates on the cognitive dimension, it involves communication with a static program (most commonly), there is no real-world environment, and there is usually no variability or uncertainty involved in the process. In general, such an approach should be classified as being very low in experiential learning potential. Live Case. An approach which meets the criteria well is the live case approach. This may take the form of a small business case, a marketing survey research project for a local business, or the development of an advertising campaign for a firm. A survey research project will be used as the specific example. In most situations, the students are doing this as part of the course requirements or as a follow-up course to a marketing research class. In either case, prior or concurrent coursework has provided the theory base. The typical project requires the students to determine the information needs, obtain background information, develop a questionnaire, pretest it, develop a sampling plan, collect the data, code them, enter them in the computer, analyze the data, write a report, and present it to the client. Participation and interaction are thus very prominent in the process, as is contact with the environment. The learning taking place involves the cognitive (especially in the questionnaire design and analysis stages), the affective (especially in the data collection stage), and the

behavioral (in several stages) dimensions. The variability/uncertainty criterion is very much present, especially in the early stages when the students are trying to understand the nature of the problem being investigated. Guidance from the instructor is crucial, both in the form of deadlines that insure the completion of the project by the end of the semester and in the teaching of content which will shortly be used in the research process. Students provide feedback at various stages, but especially at the data collection stage. Most learn about themselves as they contact time-pressured individuals who do not want to be bothered; rarely does a project take place without students wishing to share horror stories. Relating such stories to the lecture material on differential response rates by various groups is straightforward. The nature of the research process (questionnaire design, sampling, analysis) presents ample opportunity for the instructor to monitor the progress of the project. Moreover, such monitoring is crucial in order to assure that the client gets something of value at the end. Thus, the live case pedagogy would be classified as being very high in experiential learning potential. Anwar & Ghafoor, (2017), stated that not all students can find the EL methodologies they need. When EL makes use of peer reviews, some students feel that the mechanism is stressful, both getting criticism of others and getting negative feedback about their own opinions and suggestions may be unsettling. Similar anxiety was observed in the setting up of the working groups. Students were not sure how to treat the members of the party who did not complete their activities. This dissatisfaction was felt by both performing and nonperforming students. While significant in both conventional and EL settings, the perception of a positive atmosphere is much more critical in the EL environment. Prabhu et al. (2017) stated that, "If students perceive the atmosphere as unsupportive (for example, "This teacher seems aggressive to women in engineering"), they will threaten perceptions of achievement and undermine motivation" (Tierno et al. 2020). Because EL continues to have a larger range of characters who can affect the community, colleagues, teachers, managers, and future outside collaborators, it is important that we

track for a constructive, inclusive environment. Students are not the only ones required to transform the world of EL. Teachers may also have a particular position to play. The position of the source of information shall be replaced by a tutor or facilitator. Bazanet al. (2020) stated this metamorphosis rather eloquently, On the opposite, this modern model poses far more obstacles to school administrators and teachers because their primary roles have changed from instilling prescribed material in students through wellestablished standardized processes to creating an instructional atmosphere that gives children the ability to live a positive and engaging educational life. Reference Dewey, J., and E. Dewey. 1915. Schools of Tomorrow. New York: Dutton. Wolfe, D. E., & Byrne, E. T. (1975, March). Research on experiential learning: Enhancing the process. In Developments in Business Simulation and Experiential Learning: Proceedings of the Annual ABSEL conference (Vol. 2). Keeton, M. T., & Tate, P. J. (1978). The boom in experiential learning. New directions for experiential learning, (1), 1-8. March, J. G. (2010). The ambiguities of experience. Cornell University Press. Healey, M., & Jenkins, A. (2000). Kolb's experiential learning theory and its application in geography in higher education. Journal of geography, 99(5), 185-195. Kolb, B. (1984). Functions of the frontal cortex of the rat: a comparative review. Brain research reviews, 8(1), 65-98. Cantor, J. A. (1995). Experiential Learning in Higher Education: Linking Classroom and Community. ASHE-ERIC Higher Education Report No. 7. ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 10036-1183. Seibert, J. H., & Sypher, B. D. (1989). The Importance of Internship Experiences to Undergraduate Communication Students. Nguyen, T., & Trimarchi, A. (2010). Active Learning in Introductory Economics: Do MyEconLab and Aplia Make Any Difference?. International Journal for the Scholarship of Teaching and Learning, 4(1), n1. Gremler, Dwayne D., K. Douglas Hoffman, Susan M. Keaveney, and Lauren K. Wright. 2000. Experiential learning exercises in services marketing

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OBJECTIVES OF THE RESEARCH

This study is primarily to analyze on use of experiential learning methodologies in management education in Maharashtra.

following objectives,

1) To study use of experiential learning in management institutes.

2) To know various policies & strategies adopted by various education department on experiential Learning

3) To identify reasons for not implementing experiential learning methodologies.

4) To study pros & cons of experiential learning over tradition learning

5) To study pros & cons of experiential learning on student's community.

HYPOTHESI

1) The study will focus on implementation of experiential learning in management institutes.

2) The study will cover detail analysis of various experiential learning methodologies in management institutes

3) The study will focus problems faced by management institutes for implementing experiential learning methodologies.

4) This study will helpful for management institutes to change their teaching learning strategies if it is needed.

RESEARCH METHODOLOGY

SELECTION OF DATA AND SAMPLING TECHNIQUE

On the basis of AICTE and DTE, total number of management institutes in Maharashtra will be fixed. After that final sample will be decided and taken for the actual study.

This study is Exploratory, descriptive and diagnostic in nature. It is largely based on Primary data, dealing with various aspects of Experiential Learning, problems solving methodologies, etc. Two important methods of research will be used for the study, namely – Historical Analytical method and Survey Method. Historical research is based on reports of observations and descriptions. It is the method used to find the solutions to the present day problems based on experiences of the past. Questionnaire and Survey research is an organized attempt to collect information and to analyses, interpret and reports about the present status of said group. In this method, the researcher comes in the direct contact of the subject whom he desires to study. Appropriate statistical tools will be used for analysis of the collected information. The Computer based statistical packages like Statistical package for Social Sciences (SPSS); E- views will be used when appropriate.

PRIMARY DATA

Primary Data will be collected by the means of questionnaire. The primary data will also be collected through interaction and discussion with various stake holders Education Sector. The researcher adopted the following methods for collecting "Primary Data".

- **Questionnaires**: Separate questionnaire for the above said will be prepared and they will be administered to each category of the respondents.
- **Interview:** In this study, both structured and unstructured interview techniques will be adopted to collect information. The researcher will be conducting interviews Teaching professional, students, etc.
- **Discussions:** The researcher will be having discussions with Policy Makers, Teaching Professional, Students, Industry Experts, etc. These discussions will prove to be helpful in gaining an insight into the thought process of research.
- **Case Study:** The researcher will be having a Pilot study with selected Management Intuition. To study effectiveness of Experiential Learning

SECONDARY DATA

Secondary data for research will be collected through Annual Reports of Government Agencies, Institutes, Books, Magazines, Journals, and Websites. to enhance the conceptual knowledge and to get a better understanding of the topic of the study.

LIMITATIONS

1. This study is limited to management institute only.
2. The focus is limited to the some of the methodologies on experiential learning.
3. The proposed study will taking into consideration selected management colleges in Maharashtra

CHAPTER PLAN

1) INTRODUCTION
2) REVIEW OF LITRATURE
3) RESEARCH METHODOLOGY
4) PROFILE OF RESPONDENTS
5) DATA ANALYSIS & INTERPRETATION
6) FINDINGS
7) SUGESSIONS
8) CONCLUSION

Websites: -

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